

Brighter Futures Academy Trust

Anti-Bullying Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham	Nov 2014	Nov 2017
R Denham	Jan 2017	Jan 2019
R Denham	April 2018	April 2020

ANTI-BULLYING POLICY

Rationale

At Luddendenfoot Academy we accept others regardless of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- ☐ being [pregnant](#) or having a child
- ☐ [disability](#)
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

We will not tolerate bullying or harassment of any kind.

We believe that it is everyone's responsibility to respect and care for others and to ensure that nobody is hurt or upset. We regard bullying as a serious threat to our school ethos and always take it very seriously. It is also a major concern for both pupils and parents. Therefore children will be encouraged to report any incidents of bullying and seek help immediately if they see anyone being bullied.

Definition

The only group who are clear as to what constitutes bullying are those who have been bullied. It is therefore very difficult to establish a clear, general definition of bullying.

As part of the process of developing a definition staff and children drew up their own lists of descriptions of bullying behaviour which included the following points:-

1. Is generally persistent BUT can be any incident linked to any of the protected characteristics detailed in the rationale above.
2. Can be physical, verbal or emotional
3. Involves an imbalance of power
4. Causes distress

It can include:-

1. Name-calling
2. Threats of violence (both verbal and non-verbal)
3. Scaring, intimidating others
4. Stealing or damaging another person's property
5. Teasing
6. Ignoring
7. Gangs – incitement by others to commit an act of bullying
8. Racially or sexually offensive remarks and/ or behaviour
9. Homophobic or Transgender bullying
10. Cyber-bullying

After extensive discussion the following definition was agreed and understood by both staff and children:

“Bullying is the repeated intimidation of a victim that is intentionally carried out by a more powerful person or group, in order to cause physical and or emotional hurt”.

Indicators of bullying

Early signs of distress may include:

1. Fear/ anxiety
2. Unhappiness
3. Unexpected absences
4. Withdrawn behaviour
5. Late arrival
6. Isolation
7. Deterioration of work

Guidelines

Anti-bullying work is included within the PHSEE Scheme of Work. Alongside this runs the Code of Conduct, which establishes a common framework of acceptable behaviour. It is everyone's responsibility to uphold if the rights outlined in the children's charter.

Prevention is better than cure:

1. Use whole school worship and PHSEE lesson times to raise awareness of bullying amongst staff and pupils. These should discourage bullying and promote friendship.
2. Encourage children to care for other.
3. Use circle time/ PHSEE time to develop children's abilities to discuss their fears and anxieties in a de-personalised environment.
4. Be available for children, and ensure children know that they can contact a teacher, Teaching Assistant or any member of staff if they have any concerns or problems.
5. Ensure adequate supervision especially in the playground.

Procedures for dealing with bullying incidents

We operate a No-Blame approach to bullying. When bullying has been observed or reported the following steps should be taken:

- **Be available** – provide immediate support, make it known that you are available and ready to listen. Talk to the victim and find out who is involved. *"You have the right to come to school and feel safe and happy. Please tell me what has been happening to you."*
- **Investigate** – Investigate each incident as soon as possible. Interview all parties individually at first. *"I've heard _____ has been feeling scared and unhappy recently. Can you think why he might have said that?"*
- **Record** – Record every incident on CPOMS. All parties should be encouraged to record their own statements in writing. These should be attached CPOMS.
- **Respond** – Convene a meeting with all of the people involved, include some bystanders or colluders who joined in but did not initiate any bullying. A group of 6-8 works well. Explain the problem and let them know how the victim is feeling, emphasise the distress caused. At no time discuss the details of the incident, but let the group know that they are responsible and can do something about it, share responsibility with the group. Ask each member of the group for suggestions about how they may help to make the victim feel happier. End the meeting by passing over responsibility to the group to solve the problem. Make it clear to all parties that any incidents will be monitored closely. Arrange to meet with them again to see how things are going.
- **Follow up** – As previously agreed maintain regular contact with the victim to ensure there is not a repeat of the behaviours. This maybe after every playtime initially. Contact to be agreed depending on individual circumstances.
- About a week later discuss with each individual, including the victim, how things have been going. This allows time for staff to monitor the bullying and keeps the children involved in the process. It also shows that the school supports the victim and bully and wants to encourage positive behaviour. *"Perhaps we can all meet together this time next week and see how things have been going."*

Monitoring

All bullying incidents are considered serious and should be brought to the attention of the Head of School/Headteacher.

A record of incidents and how they have been dealt with will be kept on CPOMS.

Parents of children involved in bullying incidents will be informed, and the procedures followed and action taken explained.